

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency Document Control Center Grants Administration 2015 AUG 20 PM 3:47 </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Meadowland Charter School	130-801	Meadowland	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	20	21	849490458
Mailing address		City	State ZIP Code
121 Old San Antonio Road		Boerne	TX 78006-

Primary Contact

First name	M.I.	Last name	Title
Donald	L	Mills	Superintendent
Telephone #	Email address		FAX #
830-331-4094	dmills@mlcs.org		830-331-4096

Secondary Contact

First name	M.I.	Last name	Title
Evan		Tupa	Instructional Technology Coord.
Telephone #	Email address		FAX #
830-331-4094	etupa@mlcs.org		830-331-4096

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Donald	L	Mills	Superintendent
Telephone #	Email address		FAX #
830-331-4094	dmills@mlcs.org		830-331-4096
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

August 19, 2015

701-15-107-083

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the amount of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	<p>across classrooms.</p> <ul style="list-style-type: none"> iii. Are designed and developed with teacher and principal involvement; <ul style="list-style-type: none"> (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. <ul style="list-style-type: none"> 2. Deliver comprehensive instructional reform strategies. <ul style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increase learning time and creating community-oriented schools. <ul style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ul style="list-style-type: none"> i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <i>Early College High School</i> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ul style="list-style-type: none"> 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance.

Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

11.

12.

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Meadowland Charter School is a specialized campus designed to meet specific learning, social, and emotional need of the students that attend. The campus is on the grounds of Meadowland, a residential treatment facility and group home setting for abused and neglected children, operated by Roy Maas' Youth Alternatives, Inc. The school serves grades 1-12th. To understand the mission and vision of the MLCS it is important to understand the composition of the student population. With 66% of our student population is from a residential treatment facility brings uniqueness to our school that other places simply cannot comprehend.. Educating children in care is demanding and offers a unique set of challenges. With children in care the social and emotional aspect of instruction becomes even more important, often 20% of instructional time is used to focus on social and emotional. Of our total student population, we are 44% special education. Even given our community student base brings their own challenges due to the number of drop out recovery students (27%), adjudicated youth (10%), mental health discharges (10%), at risk by state definition (69%) and special education (18%). Coupled with our student mobility, since 66% are wards of the state is around 74% annually, which presents opportunities for creative and innovative practices to be developed.

The core of the MLCS District's mission is the belief that the success of our students starts with quality faculty, curriculum, and services. This has led the district to implement new strategies in past years to that focus on student achievement through the improvement of faculty and their pedagogy. The process of refining our campus teaching practices takes years of teacher and student engagement that is defined by constancy, innovation, adaptability and problem solving. While we have seen growth due to the implementations of TAIS and CSF factors, additional time and resources to develop a deeper and more rigorous implementation of such process and systems would assist the instructional leadership and faculty to continue to grow as they practice and hone the strategies and skills aligned to a robust and rigorous curriculum and instructional process.

The current capacity and structure of the MLCS campus allows for the flexibility to make any transformation model a success. With board, administration and faculty support the school will be able to restructure and adopt a new governance structure efficiently. The restructuring will include the hiring a new principal, Master Instructional Leader, community outreach coordinator, and clerk. The principal will be charged with overseeing the overall goals of new and existing grant related initiatives. The master instructional leader will report directly to the principal and will be charged with overseeing the development of new curriculum in the key initiatives proposed below.

The crucial first step in our transformation process is creating a sense of urgency by getting people to actually see and feel the need for change. MLCS will ensure that our actions and behaviors - not just our words - communicate the need for change on our campus. In the book, *A Sense of Urgency* by John P. Kotter, states that fear and anger can suppress urgency. Therefore, MLCS, through the use of Restorative Practices and the Accelerated Schools process will build alignment around a clear vision and goals and set a process in place with tactical steps to address the culture and climate of our campus. Once the turnaround process has begun we will continue training all staff and building our human capacity.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Through the campus planning event in the summer of 2013, the campus implemented the NCLB Comprehensive Needs Assessment process with ESC-20 staff and identified eight overarching needs to school improvement. These needs have been placed into three over-arching areas: **Culture and Climate, Teaching and Learning, and Professional Development and Growth.** These three overarching themes directly align to the seven Critical Success Factors (CSF) associated with the TAIS process. Five priority initiatives we selected from our needs assessment for this grant application and are not possible without the funding of this grant.

1. Restorative Practices Initiative (Culture and Climate)

Research has shown that some of the highest discipline rates in districts have experienced an 84 percent drop in off-campus suspensions since administrators began using "restorative discipline" to deal with conflicts among students. Restorative discipline is a prevention-oriented approach that fosters consensus-based decisions to resolve school conflict such as bullying, truancy and disruptive behavior. Teachers at MLC will be trained during the pre-implementation phase of this grant in restorative discipline methods by a team headed by Marilyn Armour, a professor at The University of Texas at Austin's School of Social Work and director of the Institute for Restorative Justice and Restorative Dialogue.

2. Curriculum Development Initiative (Teaching and Learning)

The Master Instructional Leader, in collaboration with the UTSA center for accelerated schools, will oversee the development of an comprehensive literacy curriculum that focuses on the specific areas of need of the student population. Based on past performance and data the key areas of this curriculum development will be ELA and Math. With the specific demographics and turnover of the MLCS student population, the ability to quickly and effectively identify needs and focus instruction on those areas is paramount. This initiative will focus providing the professional development, resources, and technology needed to focus on these performance gaps.

3. Educator Effectiveness Initiative (Professional Development and Growth)

The school is committed to continuous improvement and recognizes that building staff capacity is critical to the implementation of school improvement and student achievement. The district improvement plans have a need to enrich its Opportunity Culture to offer teachers multiple career paths that greatly expand their opportunities while substantially enhancing student learning. Hiring not only highly qualified candidates, but candidates that are well suited for the unique challenges inherent with the unique population served by the district is vitally important. Additionally wellness measures need to be taken to address the compassion fatigue, traumatic stress, and turn over characteristic of educators who work with the high risk, unique population served by the district.

4. Community Based Learning Opportunities Initiative (Teaching and Learning)

The school will hire a community outreach coordinator responsible for exploring new ways to establish relationships with individual and small cohorts of the community. This process often takes years of sustained engagement. The goal is to broaden the horizons of our students through unique programs that will give them access to certain enrichment activities. This program will provide both in school and after school access to experimental and work based learning opportunities.

5. College Readiness Initiative (Teaching and Learning)

The community outreach coordinator will begin collaborations and conversations with universities to implement the process by which our high school juniors and seniors can enroll in college courses and receive simultaneous academic credit for the courses from both the college and MLCS. Our dual credit courses will include both academic courses as well as technical courses. These courses will be the stepping stones from high school to college, serving as a path to academic degree programs or college-level workforce education courses for our students. Once this program is in place our vision is to have this be the bridge to MLCS becoming an Early College High School.

The campus has already implemented a modified calendar and daily schedule that will provide adequate time and capacity to implement the five initiatives. The facilities at the school will allow for programs to have designated spaces and times to achieve goals. This coupled with collaboration with the residential treatment facility will give all programs the required resources to achieve desired goals. Once the five initiatives have been fully implemented and transformation achieved, the Meadowland Charter school will see an increase in overall student achievement, increased graduation rates, and increased community enrollment. These achievements will allow for the meadowland charter school to carry its mission into the future and expand to other regions of need.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 130-801	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$92,473	\$4,623	\$0	\$339,931	\$16,996	\$339,931	\$16,996	\$302,476	\$15,123	\$278,180	\$13,909	\$1,420,638
#8-Professional and Contracted Services	6200	\$103,655	\$5,183	\$15,000	\$273,155	\$13,678	\$266,155	\$13,308	\$183,500	\$9,175	\$144,700	\$7,235	\$1,034,744
#9-Supplies and Materials	6300	\$5,000	\$250	\$0	\$50,896	\$2,544	\$11,034	\$551	\$11,034	\$551	\$11,034	\$551	\$93,445
#10-Other Operating Costs	6400	\$6,355	\$318	\$0	\$30,017	\$1,501	\$29,217	\$1,461	\$25,562	\$1,278	\$25,062	\$1,253	\$122,024
#11-Capital Outlay	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Consolidate Administrative Funds				Administrative Cost Calculation			
<input type="checkbox"/> Yes <input type="checkbox"/> No							
Percentage% indirect costs (see note):	N/A	\$10,382	N/A	\$32,712	N/A	\$33,712	N/A
Grand total of budgeted costs (add all entries in each column):	\$207,636	\$10,374	\$15,000	\$693,999	\$34,719	\$32,316	\$522,572
Enter the total grant amount requested:				\$2,670,851			
Percentage limit on administrative costs established for the program (5%):				x .05			
Multiply and round down to the nearest whole dollar. Enter the result.				\$133,542			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre- Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1			\$	\$	\$	\$	\$	\$	\$
2			\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Master Instructional Ldr.		.61	\$29,006	\$	\$57,415	\$57,415	\$47,976	\$38,536	\$230,348
5 Community Outreach	1		\$22,901	\$	\$45,026	\$45,026	\$45,026	\$45,026	\$203,005
6 Clerk		.5	\$13,756	\$	\$26,736	\$26,736	\$26,736	\$26,736	\$120,700
Auxiliary									
7 Data Specialist		.25	\$6,352	\$	\$23,078	\$23,078	\$11,927	\$6,352	\$70,787
8 Researcher		.25	\$6,352	\$	\$23,078	\$23,078	\$11,927	\$6,352	\$70,787
9			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10			\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$
13			\$78,367	\$	\$175,333	\$175,333	\$143,592	\$123,002	\$695,627
Subtotal employee costs:									
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$	\$	\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$	\$	\$98,744	\$98,744	\$98,744	\$98,744	\$394,976
16 6121 Support staff extra-duty pay			\$	\$	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
17 6140 Employee benefits			\$14,106	\$	\$51,854	\$51,854	\$46,140	\$42,434	\$206,389
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19			\$14,106	\$	\$164,797	\$164,797	\$158,884	\$155,178	\$657,365
Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):									
20			\$92,473	\$	\$339,931	\$339,931	\$302,476	\$278,180	\$1,352,992

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration [Administering a Grant](#) page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
6269	Rental or lease of buildings, space in buildings, or land								
	Specify purpose: Community Based Organization Special Events, Meeting space	\$3,000	\$	\$6,000	\$6,000	\$6,000	\$6,000	\$27,000	
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$	
	Specify purpose:								
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$3,000	\$	\$6,000	\$6,000	\$6,000	\$6,000	\$27,000	
Professional Services, Contracted Services, or Subgrants									
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	UTSA-College of Education NCAS	<input type="checkbox"/>	\$63,500	\$15,000	\$120,000	\$120,000	\$63,500	\$45,000	\$427,000
2	Special Education-improving instruction to targeted audience	<input type="checkbox"/>	\$	\$	\$21,600	\$21,600	\$14,400	\$7,200	\$64,800
3	Closing Achievement Gap Specialist-improved instruction	<input type="checkbox"/>	\$	\$	\$21,600	\$21,600	\$14,400	\$7,200	\$64,800
4	Leadership Development-Assist in leadership development/support	<input type="checkbox"/>	\$	\$	\$16,200	\$16,200	\$10,800	\$5,400	\$48,600
5	iPec Specialist-assist in quality guidance of Pro-Life Skills/Coaching	<input type="checkbox"/>	\$10,800	\$	\$10,800	\$8,100	\$5,400	\$5,400	\$40,500
6	Restorative Practices Coach-assist in training community/parents	<input type="checkbox"/>	\$5,000	\$	\$7,500	\$7,500	\$7,500	\$7,500	\$35,000
7	OHI-assist in measuring the culture/climate	<input type="checkbox"/>	\$	\$	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
8	Vital Smarts Training-developing open honest communication	<input type="checkbox"/>	\$6,355	\$	\$5,955	\$5,155	\$1,500	\$1,000	\$19,965
9	Learning Science International-walk throughs device, teacher development	<input type="checkbox"/>	\$	\$	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
10	Project Management Professional training	<input type="checkbox"/>		\$	\$3,500	\$	\$	\$	\$3,500
11	Extended Learning Opportunities-variety of vendors		\$15,000		\$50,000	\$50,000	\$50,000	\$50,000	\$215,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$100,655	\$15,000	\$267,155	\$260,155	\$177,500	\$138,700	\$959,165
a.	Subtotal of professional and contracted services requiring specific approval:		\$3,000	\$	\$6,000	\$6,000	\$6,000	\$6,000	\$27,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$100,655	\$15,000	\$267,155	\$260,155	\$177,500	\$138,700	\$959,165
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$103,655	\$15,000	\$273,155	\$266,155	\$183,500	\$144,700	\$986,165

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TEA #701-15-107; SAS #191-16
2015--2020 Texas Title I Priority Schools, Cycle 4

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)																		
County-District Number or Vendor ID: 130-801						Amendment number (for amendments only):												
Expense Item Description																		
Technology Hardware—Not Capitalized																		
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years						
6399	1	SMART Response System	To receive immediate feedback from students for assessments	4	\$3,599													
	2	SMART Board	To install in additional training room for PD	1	\$5,000													
	3	Kindle Fire	To provide movable reading devices to students to have on them and teachers	150	\$200	\$	\$	\$49,396	\$	\$	\$	\$49,396						
	4																	
	5				\$													
6399	Technology software—Not capitalized																	
6399	Supplies and materials associated with advisory council or committee											\$	\$1,500	\$	\$	\$1,500		
	Subtotal supplies and materials requiring specific approval:											\$	\$	\$	\$	\$	\$	\$50,896
	Remaining 6300—Supplies and materials that do not require specific approval:											\$	\$	\$	\$	\$	\$	\$33,104
	Grand total:											\$	\$	\$50,896	\$11,034	\$11,034	\$11,034	\$84,001

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips):								
	Specific approval required only for nonprofit organizations.								
6413	Specify purpose:								
	Stipends for non-employees (specific approval required only for nonprofit organizations)								
6419	Specify purpose:								
	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations								
6411/6419	Specify purpose:								
	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees								
6429	Specify purpose:								
	Actual losses that could have been covered by permissible insurance								
6490	Specify purpose:								
	Indemnification compensation for loss or damage								
6490	Specify purpose:								
	Advisory council/committee travel or other expenses								
6499	Specify purpose:								
	Membership dues in civic or community organizations (not allowable for university applicants)								
6499	Specify purpose:								
	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)								
6499	Specify purpose:								
	Subtotal other operating costs requiring specific approval:								
6499	Specify purpose:								
	Remaining 6400—Other operating costs that do not require specific approval:								
Grand total:									

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

For a list of uneblowable costs, as well as guidelines related to capital outlay, see the guidelines posted in the Allocation Worksheet

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX	Library Books and Media (capitalized and controlled by library)	N/A	N/A	\$	\$	\$	\$	\$	\$	\$
1										
66XX/15XX	Technology hardware, capitalized									
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Technology software, capitalized									
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:			\$	\$	\$	\$	\$	\$	\$	\$

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 130-801		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	97		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	41	42%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	45	46%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	89	92%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	45	46%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	2,753		Eduphoria Documents
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	5		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		69%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	61	63%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	60	62%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This campus is an open enrollment charter, but the majority of our student snapshot for accountability purposes is residential. Of the 61 snapshot students, 48 students reside in the Roy Maas Youth Alternatives Residential Treatment Center. These students accounted for 79% of our accountability subset for all indexes. Senate Bill 306, effective June 14, 2013, provides that any student receiving treatment in a residential facility is not to be considered a student of the school district or open-enrollment charter school for the purposes of determining the academic performance of the school.

Our students also face many emotional and/or behavioral challenges that are so severe that the students are unable to be successful on a regular education campus. Many of them exhibit verbally and physically aggressive behaviors that make them a possible threat to themselves and others around them. Clinical diagnoses of these students include but are not limited to Bi-Polar, Schizophrenia, Post Traumatic Stress Disorder, Mood Disorder, and many others. Our students have already experienced high rates of academic and social failure. These students are here because they need a highly structured setting with specially trained staff that understands the students' unique emotional, behavioral, and academic needs. 90% of the students are on some form of psychotropic medication daily and many transition in and out of mental institutions to our school.

We have identified four key data areas that encompass the student population being Economically Disadvantaged, At-Risk, mobility, and Special Education. The distribution of key data points have been consistent since the 2011 -2012 school year:

	11-12	12-13	13-14
Economically Disadvantaged	82.5%	92.9%	88.7%
At Risk	73.7%	57.1%	93.8%
Mobility	62.4%	77.1%	81%
Special Education	39%	34%	46%

These numbers show the challenges that our students face on a daily basis both in school and out of school.

Total enrollment has increased by an average of 18% yearly since the charter opened 08-09. The amount of residential facility students has been consistent, while the amount of community student enrollment has increased 33% annually since 08-09. The steady increase in community enrollment is due to a demand and need for the unique and specialized practices of MLCS in the Boerne Independent School district geographical boundaries. In such an affluent community, many of the issues would have in the past gone unnoticed or shipped off to private hospitalizations, but with our school, the community has recognized and appreciated the opportunity to keep their child local even with mental, social, educational, or physical needs that would not be as well received in the traditional and sometimes 'judgemental' classrooms and hallways.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	21		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	15	71%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	14%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	4	19%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	3	20%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	12	80%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	9	60%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	2	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	1	7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1	7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	40,594		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	49,655		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,498		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	49,926		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	2	9%	PEIMS Records
Staff with Bachelor's degree as highest level attained	12	57%	PEIMS Records
Staff with Master's degree as highest level attained	7	33%	PEIMS Records
Staff with Doctoral degree as highest level attained	0	0%	PEIMS Records

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff retention at MLCS has stabilized from the 2012 to current school year. This stabilization has provided the instructional leadership an opportunity to improve the teaching and learning component of the campus in general. Professional Development has been provided on lesson plan development, implementation of special education modification/accommodation to meet the diverse and required student needs, professional learning community establishment, improving the climate and culture of the school and increasing community/parent involvement. However, these activities were focused primarily on outside service providers. Thus when the trainer was gone, questions, thoughts, ideas, changes of needs and so forth went unanswered or were answered to the best of one's ability without thought to best practices.

During summer training, staff stated that consistency in a key and important fact of or the kind of students that we service. In past years, our teacher turnover rate has been at 80% or higher and while we have collected information and data elements from them by exit interviews and conversations, the data, while somewhat sporadic for a number of reasons did lead to a root causal factor involving the socio-emotional stress and fatigue associated with teaching such a high amount of unique student populations with large special education needs, academic gaps and psychological/emotional needs. Now with a stabilized work force, and finally having an ongoing applicant pool, the school can now focus on those best practices for their environment and system and develop a trainer or trainer model so there is ongoing support and guidance when needs or questions arise for this specialized workforce and arena.

Being a campus 30+ miles from the main city hub and with no post-secondary institutional branch, it is difficult to compete with the local ISD both in salaries and resources. Our local community has a median household income of \$112,000 and a median home of \$295,000 of which our school receives no tax base in which to pull funding. With such a high amount of the general fund being utilized for direct student services, the training needs to develop a well trained and self sufficient faculty/staff would not happen without these funds. The classroom teachers are all dually certified in both their content area and special education and seek other certification routes when available.

In order for the sustainability of this grant to continue with limited or no funding in the future, the best way to improve and maintain a quality workforce is to build the human capacity of the current faculty/staff. And use the motto of "divide and conquer" the required elements of running an high functioning alternative education school. In prior years, faculty and staff have on average have attended 7 professional development days above and beyond their 188 work days without compensation in order to become a master of their craft. All of the teaching staff has embraced a continuous improvement model in order to become that teaching master. They desire to move to the next level of personal and professional improvement by continuing that pathway through teacher professional development opportunities, self evaluation measure and techniques, and to develop a robust and rigorous curriculum with a social-emotional component to meet the every changing needs of our student population.

Instructional leadership has been stable at the school as well since 2012-2013. Four of the five have continued with the school in a variety of "multi-hat wearing" roles to meet the needs of both student and staff. They too have embraced the in-house professional development approach by grooming and supporting teacher leadership/specialists. They have assisted in stabilizing and creating a culture of ongoing dialogue and discussion within the professional learning communities to support the ever improving curricular program while adding extended learning opportunities as well as job related and post secondary readiness skills and opportunities. This is one campus faculty and staff that actually walk the talk day to day to student achievement and school improvement excellence.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	1	3	5	7	13	10	15	18	13	9	8	102

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	1	1	1	1	1	2	1	1	1	2	1	1	14

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Schedule #13—Needs Assessment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district completed a comprehensive needs assessment (CNA) of the campus based data utilizing the tool developed by ESC-Region 20. Multiple measures of data were analyzed and disaggregated including looking at student achievement data, student demographic data, student attendance, student survey's parental involvement data, social services provided, and other pertinent data to determine needs. The disaggregation of this data provided a visual on the current status of the school and provided a picture for the direction in which our campus wants to progress. The results of the data were shown to staff on 8/5/2015 in order to inform faculty and gather recommendations. A further review of the data occurred on 8/18/2015 with MLCS board members and parent stakeholders. 100% of the campus teachers and staff attended and participated with facility/parent representatives had input as well. Data was gathered from a variety of sources over time, including PEIMS; instructional program dashboards; district benchmarks, surveys; and teacher observations. Through the thorough analysis of the information we discovered:

Campus PEIMS data revealed that approximately 46% of the student population is identified for special education services, qualifying mainly through emotional and behavioral disturbances. Over 60% of the students demonstrate gaps in learning because of frequent placement changes and prior truancy. In the 14-15 school year 2,753 discipline referrals were submitted amounting to around 27 per student a year. These discipline problems negatively impacts both the teaching and learning at the MLCS. Based on this data and classroom observations a new discipline processes needs to be adopted. Transforming these processes will improve active engagement and in an effort to support a sustainable teaching and learning environment.

During 13-14 school year, the campus reviewed STARR histories for all students utilizing Eduphoria data analysis tools. The campus also administered, scored and analyzed benchmark data; reviewed three-week and six-week skill checks; curriculum based assessments; administered a variety of common assessments; and recorded attendance and discipline referrals. District/campus leaders and campus teachers have disaggregated and analyzed STARR results in August 2015 during professional development days before school began. This combined data allows administration to make instructional recommendations for improved student learning. The campus will continue to conduct comprehensive needs analyses every 90 days throughout the four-year grant period to verify progress and to address responsively the needs of the mobile population. Data will include, but not be limited to: Eduphoria; STARR reading and mathematics assessment; Scholastic's READ 180 assessment; student/staff attendance rates; and disciplinary referral data.

The residential facility (Roy Maas' Youth Alternatives, Inc.) and the school work together to limit off-task or unsafe student behavior. Discipline referrals have decreased by about 20% according to data. Teachers need instructional tools and strategies that will help them increase engaged academic time so students can reduce off-task behaviors and close gaps in learning. The best form of discipline management is an engaging lesson. Other CNA results reveal the need for a stronger focus on instructional alignment and classroom/campus practices, a more efficient school schedule, and the need for increased instructional leadership skills among teachers. The mentor program coordinator, hired August 2014, has served as instructional leader for one year and augments the instructional capacity that currently exists as well as to increase capacity among all staff or replace those with limited capacity. The district supports these efforts.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☒ Turnaround
☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In selecting a school intervention model and having ruled out the closure and restart models, the LEA first examined school leadership to determine transformation capabilities. Then based on prior surveys, committee meetings, and our needs assessment our transformation needs were placed into three over-arching areas: **Culture and Climate, Teaching and Learning, and Professional Development and Growth.** The Turnaround Model allows room to support existing administration and faculty and provide the framework to implement bold changes.

The five key initiatives (Restorative Practices, Curriculum Development, Educator Effectiveness, Community Based Learning Opportunities, and College Readiness Program) outlined in the program executive summary are all based on practices focusing on accelerated achievement, system transformation, and sustained reform.

A goal of the Meadowland Charter School is to build to an ECHS program, despite that our current needs did not show that we are ready for the program currently. As a precursor to applying for the Early College High School when ready, this program will allow for the school to start building a relationship with a local university to start providing dual credit. This will also allow the school to begin getting teachers the correct certifications and training to provide such a program.

Data collection tools (Organizationa Health Inventory surveys, Teacher Surveys, Pre-Post student surveys, Job satisfaction surveys) were implemented to garner information and ideas as well as community stakeholder meetings to select the best model for MLCS. After the review of such data, the best model for MLCS is the turnaround model with an added benefit of some form of ECHS design to get more postsecondary readiness skills and dual credit within the instructional program for students to benefit from it all.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Core to the Meadowland Charter School District's mission is the belief in the value of community building to support faculty engagement in the programs and services we plan to provide. This focus leads the district to continually explore new ways to establish relationships with individual and small cohorts of community stakeholders. This process often takes years of sustained engagement. The administration first sought to identify key stakeholders directly involved in the success of the school. The list developed was then used to plan out strategies to adequately get relevant information and involve such stakeholders in the decision making process. The key stakeholders identified are as follows: **Community:** Community Parents, Surrogate Parents, CASA Volunteers, Residential Facility parents, Student Case Workers, Board, and Local Businesses; **Students:** Residential Facility Students, Community Students, and **Faculty:** Campus Administration, Teachers

The school involved the community parents through the use of community meetings and surveys. The school utilized the parent orientation, given at the beginning of the year, as an avenue to get information on campus needs from the perspective of parents. Along with this, parents were given an enrollment survey when enrolling their children. Surrogate Parents were involved through the surrogate parent training offered at the beginning of school year.

The Residential Facility parents have an increasing ownership in school processes through weekly circles (a restorative process) conducted on Friday afternoons. These meetings are facilitated by taking out the last period on Fridays to allow 50 minutes weekly to be used solely for parent/community collaboration and information sharing. The key areas of need correlate with those addressed within the comprehensive needs assessment. The goal is to have families and the community involved continuously in the educational decision making process. Adjustments to our governance structure will allow for parent and community representatives to be a part of our cadres that will address our indicated challenges. Additionally, the school will have one meeting in fall and spring to address process of implementation specific to the turnaround model.

In the August board meeting the board was asked for input on the grant implementation process. The board is behind the grant program and gave it 100% support in the planning, writing, and implementation of the grant. The board is committed to finding additional ongoing funding to support the initiatives set forth in this grant application.

Students are given a beginning of the year and end of the year satisfaction survey designed to isolate key concerns coming from the perspective students. These results are included in our Comprehensive Needs Assessment and used as a piece of the decision making process. We are also conducting a new orientation process to garner information past academic skills to ensure we can meet the diverse needs of our students via their preferred learning styles.

We administered a Readiness for Change survey to all staff, residential (treatment facility staff) parents (where applicable and community members to determine capacity to successfully implement school reform strategies. Faculty at beginning of the year training are given the opportunity through circles to voice concerns and give feedback on the turnaround process and what it will mean in the classroom. Stakeholder meetings are ongoing to bring all levels of stakeholders to the table to share and review information and to plan for future opportunities of growth and development. Communicating and collaborating is fairly easy with the size of our organization and community. Since we are the only charter school in the county, stakeholders from a variety of levels, entities, and community based organizations are actively engaged in our continuous improvement processes including our local independent school district. The ongoing sharing of information in a highly transparent manner has allowed more feedback to come back to the school through surveys, interviews, feedback forms, and public forums.

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Schedule #14—Management Plan

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	District coordinators of school improvement (DCSIs) is the district-level leader designated by the district to ensure support for the academic achievement of the low-performing campus. DCSIs oversee the implementation of all district-level accountability and/or Performance-Based Monitoring Analysis System (PBMAS) intervention requirements and/or serve as a key member of the district leadership team (DLT). The DCSI is in a leadership position in school improvement, has experience in curriculum and instruction, and works collaboratively with all stakeholders. Not funded from grant funds.	Minimal of a masters degree, 10+ years of teaching/learning experience, 5+ years of school leadership experience, multiple credentials, experience with low performing schools and turning them around, one to support a positive culture/climate, a master professional development leader, one with influential ability to develop instructional teams and an individual knowledgeable about and having experience with the school improvement process with both TAIS and CSFs at its core.
2.	Dean of Curriculum and Instruction	Will work collaboratively with all stakeholders to ensure a robust curriculum is utilized and when possible or necessary adjusted to meet the expectations of student achievement. Not funded from grant funds.	Minimal of a masters degree in curriculum or school leadership. 5+ years of academic based experience. Leadership skills, management skills, communication skills, and collaboration mindset based on restorative leadership practices.
3.	Master Instructional Leader	Will oversee the development and implementation of the academic program with the new principal and the Dean of Instruction. Will assist in any and all areas of the instructional program of the school. 50% grant funded.	Masters degree, completion of doctoral work preferred. 15+ years of experience in education and leadership. Certification of superintendent/principal. Change agent minded.
4.	Data Specialist	Control and collection of data elements from all aspects of the school's implementation of the grant to include academic data, discipline data, meeting and community data. Partial grant funded at 20%.	Bachelor's degree. 5+ years experience in data collection/review. Preferred experience in academic setting with a variety of hostile data elements.
5.	Grant Clerk	This position will assist in the tracking and implementation of all aspects of the financial and collaboration of the grant. This clerk is only part time.	Bachelor preferred. Experience with finances and special projects preferred. Close connections to the community desired. Out going and energetic personality needed.
6.	Community Outreach Coordinator	Will coordinate with the community based organizations the extended learning opportunities, the post secondary institutions for dual credit development programs, and other events that are community/family based.	Bachelor preferred. Experience with special events, great communication and planning skills, works well under pressure, a multi task able individual with a visionary outlook.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	UTSA/College of Education-NCAS	Provide weekly on-site training and support in the areas of reforma and ELA. Support campus in building leadership capacity and changing of culture and climate through the Accelerated Schools framework.	TEA approved provider, staff has Masters/Doctorates in fields of education, field trainers/director have 13-37 years education. Have worked with TTIPS in cycle 1-3 successful outcomes.
2.	Special Education Specialists (ESC-20; Univeristy)	Provide support, guidance, training, and assistance in the alignment of PLAPFS, IEPs and individualized instructional plans with the direct teach process to support teaching/learning.	15+ years of experience in special education and access to the general curriculum. Masters degree, prefer PhD.. Certification in special education supervision.
3.	Instructional Specialists (ESC-20; University)	Support, guide, model, train and assist teachers in the development of lessons that are culturally sensitive and provide support to emotional/social aspects of children from diverse ethnics and neglect/abuse situations.	15+ years of experience in special education and access to the general curriculum. Masters degree, prefer PhD.. Certification in leadership, specialist, or similar credentials.
4.	Leadership Effectiveness Support (ESC-20; University)	Provide additional assistance to campus instructional leadership team 3 days monthly to ensure alignment of instructional programs to data to outcomes in an ongoing basis.	20+ years of experience in special education and access to the general curriculum. Masters degree, prefer PhD.. Certification in special education supervision or principal.
5.	iPec Coaches (ESC-20, Consultants)	Provide monthly assistance in ensuring effective question stems/strategies is embedded into the curriculum to facilitate positive, higher order thinking for teachers/students on a monthly basis.	Master's Degree, Credentials in Gifted, Special Education or Administration (Preferred) with at least 15+ years of academic experience and credentialed with iPEC Life Coaching.
6.	Lifetime-Physical, Emotional and Mental Health	Provide monthly supplemental to benefits for faculty/staff to increase their physical and mental health train, monitor, and provide an ongoing support for teachers regarding their physical and mental health as related to dietary consumption, detox/stress reduction, weight loss physical development, and relaxation methods.	Bachelor's Degree in physical health or kinesiology with a minimum of ten years' experience in their field.
7.	Organizational Health Diagnostic and Development Corporation (OHDDC)	Will assess the Organizational Health of key teacher leadership teams throughout an educational institution on an annual basis provides an objective and reliable method of focusing organizational energies on continuous improvement for teacher leaders and members of their units. When teacher leaders model perpetual learning, it has a positive impact upon members of their teams. As a result of improved Organizational Health, productivity will increase.	All consultants will have a minimum of a master's degree in education and 20 years' experience in schools with the last 5 being in school leadership and administration.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will ensure that all project participants remain committed to the project's success by providing and monitoring rigorous oversight of external providers to ensure on-going, high-quality services and success in delivering outcomes.

Timelines have been developed to provide for early detection of a possible outcome missed deadline or date.

All participants will:

- provide monthly service provider reports with expectations for the month and outcomes
- will all meet monthly with the DCSI, the principal, the PSP, contractor designee, and dean of instruction at a minimal
- build relationships between external service providers to align services and strive for mutual goal reaching
- provide ongoing data elements throughout the projects with the agreed upon timeline to ensure final outcome measures are obtained
- provide, with input from the data specialist, an analysis of services rendered and goal attainment with formative assessment information and devices
- provide for a leadership member to provide o semi-annual and annual visits with follow up reports based on standards and indicators that align with the Critical Success Factors
- meet weekly with the facilitators to collaborate on expectations, trainings, and outcomes
- work collaboratively with the PSP and the campus leadership team to measure progress of goals quarterly and make any necessary adjustments as necessary to ensure continued success of the goals

These expectations will be adjusted if necessary due to timelines, scheduling and conflicts but the intent it to provide a strong, ongoing open communication and collaborative atmosphere for all stakeholders and service providers to ensure the goals of the grant are met to offer ongoing student achievement and school improvement measures at their maximal potential.

Data will be reviewed by outside sources to ensure grant objectives are being reaching and measured and shared directly with the DCSI to serve as the check and balance of the service providers. Ongoing data collection tools will be implemented and utilized throughout the grant years to ensure collected data elements, including but not limited to perception data, service utilization data, student feed back data, teacher feedback data, community member and family membership data are all collected, reviewed and utilized to provide ongoing evaluation and adjustment as indicated in the TAIS process.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 1

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends because the majority of the initiatives are building human capacity through increasing teacher quality, increasing leadership effectiveness at all levels, using quality data to drive instruction, decision making, and improve stakeholder effectiveness, improving the school climate and establishing a lasting community and parental involvement relationship.

The LEA will continue to monitor all aspects of the campus turnaround efforts by utilizing campus initiatives that have been successfully used during each implementation year of the grant. The LEA will incorporate into the District Improvement Plan initiatives and assign/fund such initiatives to ensure that all improvement efforts at the campus remain intact and valid after the grant expires. Most of these initiatives will not be necessary once the foundation is formulated and carried out for consecutive years. Other elements of the grant are not necessary after grant funds expire. The remaining elements can be absorbed into current campus allocations as they are the smaller attributes of the grant. The campus will incorporate all initiatives used during the school turnaround phase into the Campus Improvement Plan (CIP) and to work closely with the LEA directors to monitor, update, and ensure that all aspects that turned the campus around will continue to remain valid and viable.

Additionally, the campus will utilize professional development sessions through its vendors, ESC and the TCDSS to ensure that staff, teachers and administrators are fully updated in their knowledge and skills and able to incorporate their training to sustain and/or improve the campus through sustained, updated, or new initiatives that drive the campus toward attainment of higher levels of success related to campus performance standards, recovery of students through credit attainment and/or STAAR preparation, increased graduation rates, and the relationships among our stakeholders (Community Parents, Surrogate Parents, CASA Volunteers, Residential Facility parents, Student Case Workers, Board, and Local Businesses).

Some of the desired outcomes from this grant will be completed within the grant timeline and sustainability is not a concern since we are focusing on the full program and building the goals into the human capacity of our school. There are some portions of the grant that will need to be addressed in an ongoing manner and will require ongoing support within our current formula budget. The professional development piece is ongoing and will be easier to maintain with a trained cohort of teachers from the grant. Since one of the goals of this grant is maintaining trained staff, and with the implemented incentive program, hopefully the majority of the faculty and staff will continue their employment with us for the upcoming school year. All faculty and staff participating in the grant will sign a commitment form at the beginning of the school year which will be reviewed mid-year and end of year.

The school board is behind the grant program and gave it 100% support in the planning, writing, and implementation of the grant. The board is committed to finding additional ongoing funding to support the initiatives set forth in this grant application should future formula funding not suffice. We make use of all levels of funding from an array of funding sources including but not limited to donations, foundations, grants, targeted assistance programs, endowments, and bequeaths. The other external partners are assisting us in developing manners and ways to which continue with the programs once the funding from the grant has ended. Through the Accelerated Schools process, Schools build internal capacity and therefore will sustain efforts after the grant period ends and Accelerated Schools is no longer on-site weekly. Center for Accelerated Schools will continue to provide support through the offerings of trainings that any current or former Accelerated School may attend for a nominal fee. There is only one full time equivalency written into the grant which will not be needed after the grant. Other team members are assisting us within the implementation, assessment, and follow through of the grant goals and objectives. The leadership team is offering most of their time to ensure the goals and objectives of the grant are successful and ongoing as they believe and are aware of the importance of good teaching practices and that research shows high quality teaching practices support school improvement processes. We intentionally did not purchase things or create positions; we are building on current resources and school capacity.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full data review was conducted with the PSP, ESC-20, data specialist and campus stakeholders to ensure that the campus was aware of current status concerning student performance and student expectations that continue to be weak areas for both instruction and assessment passing rates. All stakeholders were provided their specific data that was "beyond the report" so patterns; outliers and other elements could be discovered. All 24 staff members participated in the data mine activities as well as the root analysis process to discover possible gaps and possible resolutions.

The campus decided to adjust the lesson plan template to ensure that all elements of instruction are covered adequately and rigorously. Teachers will conduct weekly skills checks, tri-weekly common assessments, and 9 weeks benchmarks. A 'data dig' process will then immediately follow to allow for a teach-assess-adjust approach to instruction to be implemented. This collection of data will assist to determine academic achievement, need for instructional adjustment or curriculum gaps.

The numeric goals are aligned to the current performance standards. While intermittent goals are achievable, we realize that the bottom line is we need to reach the expected level of standard accountability in the federal system safeguard measures to the best of our abilities. If we hit the mid point of current performance and the expected standard, then we will be content with the outcomes but will continue to focus on the 'we can' mindset to ensure we are truly embracing the TAIS process, supporting all of the critical success factors, while student achievement and school improvement efforts continue.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After every initial activity related to the five school initiatives, there will be pre-post surveys completed and random interviews from participants in order to collect both qualitative and quantitative data regarding the grant activities in general. This data will be collected from all stakeholders involved in grant activities. In collaboration with the UTSA-Center for Accelerated Schools, data collection will be ongoing. Taking Stock Data, Surveys (pre and post) Steering Committee data from Cadres and Site Based Decision Making Team will all be done at the end of each training piece.

For each school initiative there will be specific data collection needs, these needs are as follows:

- Restorative Practices Initiative: Discipline referrals will continue to be tracked quarterly via Eduphoria to identify trends and make adjustments to pieces of the the restorative processes. Class walkthroughs will be used to asses the effectiveness and use of restorative practices as well as a social-emotional evaluation on each student pre/post.
- Curriculum Development Initiative: Decrease in failure rates in ELA and Math state assesments. In addition, the campus will gather, analyze and review student data every 90 days as a community, meeting collaboratively to make suggestions for intervention strategies based on best practices and research. These sessions will include parents and community representatives as well.
- Educator Effectiveness Initiative: Personal Survey and Reflection End of Year Interview.
- Community Based Learning Opportunities Initiative: Credit acquisition, dual credit acquisition, college credit acquisition, PGP evaluation, graduation rate, cohort success rates, student survey, community survey.
- College Readiness Program Initiative: Increase in the post-secondary readiness numbers from state assessment results, credit acquired from dual credit programs, survey for both satisfaction and improvement opportunities.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

MLCS currently reviews the achievement of the annual goals and objectives as outlined in our campus improvement plan by utilizing the TAIS (Texas Accountability Intervention System) processes of data review, needs assessment, improvement planning, and implementation/monitoring at our annual campus planning event held in the summer. Our monthly site based decision making (SBDM) committee also reviews each goal and objective with the whole faculty to ensure all stakeholders are on the same page with data review and implementation plans. While we are a single campus district, our very small size and numbers bring about many challenges. With the implementation of the grant funds, the school will be able to further develop their ongoing school improvement plans and grow our current teachers while recruiting, inducting, and training possible new hires. While we have grown in leaps and bounds, there are times we miss a projected goal. We then conduct an additional needs assessment to review why the goal/objective was possibly missed. We then devise an additional plan and implement at the earliest moment to try and recapture as much teaching and learning time as possible.

The district and the school board as well as the charter holder board support the MLCS campus in the implementation of all interventions fully and effectively by providing district support and assistance, encouraging continued professional development by providing training budgets for each employee and sustaining technology support. The district and school leadership have identified a potential candidate and will hire a new principal for the campus in January 2016. In addition, the district will support the campus Master Instructional Leader and welcome innovative risk-taking in applying research-based instructional approaches to learning.

It will be the responsibility of the principal and the master instructional leader to oversee effectiveness of initiatives using the TAIS process. The grant clerk will assist and guide the campus leadership in collecting and tracking data from a variety of sources so that the campus can make informed decisions in an effort to improve student achievement under the guidance of the data specialist and researcher. When the need for adjustment may arise, all stakeholdership members will have input as to the possible corrective actions and steps to ensure better program delivery and outcomes.

All members at the professional learning community levels have a role to play in the implementation, evaluation, development, execution and adjustment of the grant initiatives. All members of the professional learning environment have signed a commitment letter to the level necessary to make these initiatives become a part of the culture and climate of the school community. One such teacher felt the ongoing development of the staff and faculty, and the expectations set forth within the grant and the instructional leadership team has already resigned because she felt the school had a great opportunity to improve but she was not committed to the level desired nor expected from the leadership team. This shows a vested interest of the other stakeholders and how we, as a learning community collaboratively address problems and issues and how we become problem solvers to bring about a balanced, positive approach for all members.

Service providers that may fail to miss a deadline, project outcome or goal will be addressed with the DCSI and campus administration. Should the need arise where the superintendent should get involved, they will. All service providers will be communicated through both face to face and documented means to ensure all are on the same page and have a mutual understanding of the desired outcomes to maximize student achievement and school improvement from the actions of the five initiatives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is committed to working with outside professional providers who can provide the school with the tools they need for improved leadership and instruction. The school uses a comprehensive process for deciding on highest-quality and best-fit external providers.

The pool of external providers is developed using multiple sources:

- ESC Region 20 – The service center provides high quality, cost effective products and services to multiple schools in the San Antonio and surrounding areas. Collaboration with the service center provides insight and experience when choosing providers for projects.
- Local research – Using the knowledge and experience of local staff, external providers are researched and suggested based on local expertise. We also look for them to utilize the scientifically/research based practices model in their service delivery.
- Prior positive experience – Prior experience is an important aspect in choosing external providers. Serving such a unique population requires knowledge of our students, teachers, and a facility. When using external providers that have knowledge of our school, we have the ability to grow and learn with the vendor to come up with unique and custom solutions.

Once a pool of providers has been developed, the school will research external providers thoroughly. This research will include:

- Proven track record in school turnaround
- Positive feedback from current and former schools
- Provider uses scientifically backed practices in their service.
- Provider is experienced with providing services to our unique demographics
- Provider uses best practices that mach best practices of school

The Superintendent, along with Campus and District leadership, will review contracts provided by chosen service providers to insure that is is equitable to both parties and allows the flexibility for change if the need should arise.

Using the review process stated above MLCS has chosen to utilize the services of Region 13, Region 20, University of Texas at San Antonio College of Education and Human Development-National Center for Accelerated Schools, the International Institute for Restorative Practices, Organizational Health Diagnostic & Development Corporation, and Vital Smarts for technical assistance, support, and training. All TTIPS external providers have a proven track record of success for turnaround schools, meet the campus needs, have trained personnel, and can provide technical assistance in all critical success factors along with data desegregation

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The principal, along with relevant campus leadership, will meet biannually with external provider to review provider performance. The school will measure and monitor success of our providers by reports, evaluation, turnaround standards rubric, and if needed, requesting a district snapshot from ESC-Region 13. This provider review will utilize the TAIS (Texas Accountability Intervention System) processes of data review, needs assessment, improvement planning, and implementation/monitoring. Data used for the review process will come from the monthly site based decision making (SBDM) committee and local data sources.

The review will look at each goal and objective of the initiative and use data from as many stakeholders involved in the initiative as possible. The turnaround framework rubric will be an important piece of this review process, it will be developed locally based on components of the Texas Turnaround Framework with specific needs of the campus and student population in mind. The rubric will assist in deciding if the external provider is increasing the district capacity and supporting the turnaround effort. Providers will be supplied with the biannual reports on their performance; this will allow providers to make adjustments to ensure that goals and objectives are being met.

If the external provider review finds the goals and objectives are not being met, the provider will have to opportunity to analyze review findings and develop a plan to address shortfalls. This process of addressing shortfalls will allow the vendor one half year to improve performance. Our goal is to work and provide support to the provider so that they, and we, may meet our goals and objectives.

If the vendor has not been able to address problems at the next biannual review, the school will begin the process of replacing the vendor using the comprehensive vendor review process outlined in Statutory Requirement 1. As Required by the review process all contracts with external vendors allow either party to disband without needs for negotiation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	ESC-13 Snapshot review and report, readiness assessment, culture & climate surveys
2.	Determine support and accountability needed for leadership capacity building. Utilize the resources of leadership development.
3.	Engagement of stakeholders in the fall and spring. Residential and community outreach meetings. Weekly meetings with key stakeholders.
4.	Initial interview and hiring process for new principal.
5.	Initial interview and hiring process of clerk and community outreach coordinator.
6.	Schedule follow up meetings with the community based organizations, Boerne ISD, UTSA, and Alamo Community College for post secondary readiness planning.
7.	Develop and review all contracts and articulation agreements and prepare for board meeting and approval.
8.	Community based meeting to garner further input into planning, review grant plan and timeline with key stakeholders.
9.	Establish a culture of using data to drive curriculum, instruction, and assessment – Conducting PD based on utilization of data to drive instruction. Utilize scheduled times to do data digs. Utilize data resources to allow for analysis of individual responses and readiness levels and benchmarks. In depth analysis.
10.	Build capacity to understand rigor – PD on understanding of student expectations, content, and implementation.
11.	Build on ELA project through foundational reading skills – Provide weekly ELA PD and support utilizing interdisciplinary means. Development of reading support in the community including the residential facility. Summer Reading Program, Summer Institutes.
12.	Develop collaborative vocational plan with Boerne ISD to provide vocational instruction to students.
13.	Schedule collaborative trainings for Restorative Practices for staff community, residential, and board. Community orientations for awareness of the restorative practices.
14.	After School Programs – Determine program criteria, staffing, courses and/or clubs and scheduling.
15.	Dual Credit – Research and visit requirements of Dual Credit in terms of content and staffing and to build the foundation for ECHS
16.	Meet with the finance department to establish an understanding of the grant and planned activities to ensure that no financial glitches occur throughout the program.
17.	Meet with the ESC 13 and 20 staff to ensure an understanding of the timelines and initial grant steps and stages to implement with fidelity the timeline.
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19.	
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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school has already begun training staff in restorative practices via a book study this summer. The necessity was apparent based on our needs assessment and local referral data. With grant funds we would be able to expand the training for teachers to add more depth of knowledge of the practices. Grant funds will also allow us to expand restorative practice training to both community parents and residential facility parents. This will provide a more holistic approach to addressing the social and emotional needs of our students. When a student is supported with such a positive approach to discipline on both the school and home fronts, we will truly be able to make a difference in our student's behavior and social interactions. The field of restorative practices has significant implications for all aspects of society - from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations - because restorative practices can develop better relationships among these school stakeholders and help the overall school function more effectively. In schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority - from parents, teachers and police to administrators and government officials - can benefit from learning about restorative practices.

The school has already started working with the Master Reading Teacher at UTSA Center for Accelerated schools to develop writing across the curriculum program. The faculty has already had a brief literacy training as apart of the beginning of the year training. This, while helpful, does not meet the needs to properly implement this program. Grant funds will allow the school to expand this program to our other low performing academic areas. Grant funds will also allow the school to provide job embedded professional development by allowing more observations and model teaching opportunities. Having the literacy program as the foundation for our core curriculum will increase rigor and depth of knowledge in all core subjects.

The district currently builds teacher capacity with its mentoring program. A master mentor teacher works in conjunction with the Center for Accelerated Schools to develop, manage, and maintain an effective mentor/mentee program. Establishing a mentor program with the ratio required by the UTSA Center for Accelerated Schools of 2 teachers per mentor and providing stipends for mentor teachers who meet the prescribed requirements will develop more effective teachers and develop mentor teachers as leaders. Mentor teachers are selected with prerequisites of a master's degree, five years' experience and acceptable evaluations from previous years. Teacher mentors are given a bi-annual stipend at winter break and at the end of the school year. Mentor teachers observe mentee teachers monthly and review the findings monthly during allocated and scheduled conferencing time as indicated on the school calendar. Mentor teachers are trained on enriched instructional strategies, modeling exemplary lessons for beginning teachers to observe, observing beginning teachers and providing ongoing feedback. This program is a great foundational for the development and implementation of the educator effectiveness initiative. The mentor program will allow us to build capcitiy in teachers regardless of position and experience.

The school has adjusted its schedule to accommodate more collaboration time with community stakeholders and additional professional development days. This collaboration time will be used to build relationship using restorative practices. With additional after school programs the schools reach into the community will expand.

The school has already funded 75% of teachers to be become iPEC educational coaches. iPEC goal is to teach educators self-leadership, shared leadership, and self-efficacy while creating a sustainable culture that remains long after those in charge have moved on. The training shifts the way that educators work with each other, and with parents and the community, resulting in improved goal alignment, communication, processes, and teamwork. This strategy combined with restorative practices shows the promise to transform the schools social and emotional competence. Grant funds will allow the remaining and new staff to complete iPEC educational coach certification.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Jerry Zapata

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

January, 2016 or upon grant approval.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	NA
Description of the modification:	NA
How intent of the original element remains/will be met:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

NA

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

NA

Describe how the evaluation system was developed with teacher and principal involvement:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

NA

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

NA

Describe the criteria established for educator removal:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment shows that discipline is an area that needs to be addressed. The MLCS's first initiative is fully implementing restorative practices across the campus and provides additional training to key stakeholders. Research has shown that some of the highest discipline rates in districts have experienced an 84 percent drop in off-campus suspensions since administrators began using "restorative discipline" to deal with conflicts among students. Restorative discipline is a prevention-oriented approach that fosters consensus-based decisions to resolve school conflict such as bullying, truancy and disruptive behavior. Teachers at MLCS will be trained during the pre-implementation phase of this grant in restorative discipline methods by a team headed by Marilyn Armor, a professor at The University of Texas at Austin's School of Social Work and director of the Institute for Restorative Justice and Restorative Dialogue.

The MLCS will host trainings for community parents in an effort to address discipline issues in a coordinated and collaborative fashion. This will increase buy in from all key stakeholders. Although discipline issues occur with community students, the key population that needs behavior intervention is students from the residential treatment facility. The residential facility parents will be trained in more depth to provide additional support for these students. The MLCS has made schedule adjustments to allow a regularly scheduled time for this restorative process between school and parents. The coordinated effort between parents and the school will increase the schools social-emotional competency.

The needs assessment shows that a key factor in the success of the school is the involvement of community. The Community Based Learning Opportunities initiative provides the pathway for exploring and establishing relationships with community partners to increase capacity in students. The goal of the program is to broaden the horizon of the students to give them access to resources and allow them to develop real word skills. The Community Outreach Coordinator will oversee this program and work to build a network of community resources for students to utilize both in and out of school. These Programs will include: On the job training, After School Programs and clubs, and community service projects.

The Community Outreach Coordinator, with the assistance of the master instructional leader will work to establish a dual credit program for the Junior and Seniors at the high school. Students will be encouraged to enroll in college course to receive college credits and instill the confidence that college is a possibility for them. Children in care have access to free college tuition waivers to state institutions, but less than 5% ever actually utilize these waivers. The college readiness program will promote residential facility students to continue their educational journey after graduation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

NA

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

NA

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

NA

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

NA

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	Screening process-review resumes, Conduct Initial interview, Discuss, Formal Review
Indicate the number of existing staff rehired for work in the turnaround model implementation:	7
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	We will open for applications, panel will review applicants and resumes, individuals will be selected for initial interview, selected candidates will be asked to conduct a mock lesson or presentation, formal interview from other stakeholder group, final decision and collaboration meeting, offer of position.
Indicate the number of new staff hired for work in the turnaround model implementation:	7
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	August 1, 2016

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Schedule #16--Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The largest component of change for our governance is the campus based structure in which more control and authority is deemed directly to the campus instructional leadership team and stakeholders. While the DCSI will have some influence and ability to voice their thoughts and opinions, the final authority for the campus will lie in the Master Instructional Leader, the new principal and the dean of instruction. These viable roles are the final decision makers for the campus. The school board has provided the superintendent with the authority to take action through any means to continue the grant plan and to improve instruction so both student achievement and school improvement efforts can be ongoing and supportive of campus based wishes.

This level of flexibility grants all of the turnaround leadership the capacity to carry out the goals and objectives of the grant with little to no interference from district office and school board. It provides the school the opportunity to take autonomy to a new level within the realm of influence with one another, builds human resource capacity and supports a positive and focused culture/climate in which all stakeholders benefit in one manner or another.

Through the use of the ESC13 Snapshot and the TCSA Quality Framework, we have been able to identify key factors that are lacking in our system, which in turns allows for gaps in our instructional program as well. These data elements have provided both quantifiable and qualitative information on which we can continue to build and grow. The strengths we have found that have changed over the last few years is consistent leadership, consistent growth at a controllable and easy to maintain percentage, stability in the teaching force and the development of a qualified applicant pool, and our continued ability to grow our own within our own current ranks. In the last three years, three paraprofessionals have become stable teachers and part of the faculty with multiple credentials. This alone shows the capacity building that has occurred but needs a shot of support to continue the efforts and to build upon.

Many states have seen drops in student test scores after making the transition to new assessments based on more rigorous standards; we are one of those schools. Even the best teachers are working hard to make the critical shifts in their pedagogy that will help students succeed with standards. The data have shed light on an urgent need. We are in need of a model of instruction explicitly designed to give teachers a clear road map that makes the journey toward increased rigor more efficient and focused. The parents and community members agreed that our curriculum, while somewhat effective and viable, misses the emotional and social needs of our students and the academic gaps possibly caused by the mobility and movement that our students experience by being in state custody. When considering our community based students, they too have many life barriers that have causes similar academic gaps in the school career. Many, being at risk and prior drop outs, need to have a customized curriculum plan to accelerate and get them back on target for graduation; a rigorous curriculum could assist with that timeline needed.

While the community, parents, and school board wholeheartedly support and appreciate the teaching faculty and staff of MLCS, the administration agrees that action is necessary to support the more robust and rigorous curriculum. The funding from this grant would not only assist with that, it is dependent on it. Rigorous instruction calls for educators to move away from traditional "sage on the stage" teaching methods. Instead, teachers will guide students toward accepting ownership of their own learning, empowering learners of all ages and abilities to solve complex, real-world problems whether they work individually or in collaborative groups. This shift in mindset by faculty, community members, and parents will assist the whole learning community in meeting the needs of our students.

The parents and community members are supportive of this new mindset and work shift in the new mission and goals of MLCS. They have offered 100% of their support, guidance, and involvement in our new instructional philosophical viewpoint.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

NA

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

NA

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

1.	Grant funding will assist in the development and implementation of a viable and rigorous curriculum that has both instruction and learning can increase from various research processes through the use of UTSA-NCAS, LSI, and instructional practices as well as data and research specialist.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	To assist in developing community relations and partnerships to increase learning a post readiness skill with community and universities through the collaboration of UTSA-NCAS, the community outreach coordinator and restorative practices training offerings.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Programs allow for a deeper understanding and implementation of data dig sessions to drive instructional planning and realignment to close achievement gaps through the use of the data specialist, the researcher, UTSA-NCAS and service centers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The faculty and staff will be able to address the lack of social and emotional stability within the student population which limits and prohibits them from reaching their academic potential through the use of restorative practices, lifetime, OHI and specialists we hope to change those limiters.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The use of special education specialists and cultural diversity specialists to assist the faculty staff and leadership to have a better understanding of the unique needs of these unique student population groups therefore increasing their academic success.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The school will have the capacity to increase the digital instruction process to a digital group based students to increase their learning through a modern learning process through the updating and implemtnation of student response systems, smart board software and digital readers that are mobile.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Alignment of Professional Development to needs of teachers and students; professional development focused on specific academic targets identified by the staff through data digs will increase human capacity in developing a quality teacher that uses data to make instructional planning and adjustments a priority. Assisting with data analysis assists with that process.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Frequent constructive rigorous feedback focused on improving instruction provided to teachers by campus leaders will assist all instructional staff in their personal mastery levels of teaching and learning. Having access to instructional specialists, researchers, data assistance, and curriculum developers will assist teachers in this process.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Intensive collaborative and job embedded professional development; post training coaching and monitoring by a variety of highly trained experts will assist teachers in adopting a think about thinking mindset and working on the work goal set. UTSA staff will assist teachers in the development of this shift in thinking and planning on what we do and why we do it.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Research shows an emotionally stable and physically fit educator that is well rounded and adjusted in a diverse emotionally stressful teaching environment can better meet student needs when their needs are met first. The specialists from OHI and Lifetime will assist teachers in being a balanced educator to ensure they handle the emotional drain that our diverse student body and the emotional fatigue felt daily.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	High quality teachers with adequate degrees will increase the self determination and worth when approved to teach dual credit classes by a local college or university. Our collaboration with the community based organization and universities will assist teachers in developing themselves professionally.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Teachers that are trained and supported in data digs by instructional leadership will have a better ability to teach and assess and adjust instruction as needed. Having a data specialist to assist in the software, in the review and analysis and alignment of the data to instructional practices will support and train teachers until they are reaching a personal level of comfort.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	The end of the year stipends will assist in maintain the quality staff and keep them after the year has ended. Using a percentage of the stipend as a retention incentive will also increase and improve teacher retention rates.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Research shows and supports a capable instructional leader can improve student achievement and school improvement efforts through building collegial and collaborative atmospheres where teaching and learning are priority. OHI will assist in the development and support of the professional learning community in which collaboration and flourish to better reach and teach our diverse student populations.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Developing human capacity through teacher leadership through imbedded professional development can assist the turnaround model in its effectiveness and efficiency when all levels of stakeholdership become a master of their craft. Having highly qualified guidance from UTSA and Master Instructional Leader will allow teachers to see, develop, and grow in their skills under a watchful professional eye.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Developing a trainer of trainer model in a variety of topics, system, and programs allow for ongoing support, collaboration, refinement, at all levels of the career ladder at all level of education to increase leadership effectiveness at all levels. Having in house trainers for restorative practices, vital smarts, and similar programs supports ongoing efforts when training funds expire.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Community Outreach Coordinator will assist in connecting the school with the variety and array of resources that in prior years may have been untouched or underutilized by the school. This position will assist in developing those relationships and supporting school goals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	To continue to support and encourage continued relations with the school, the end of the year performance stipends will assist in keeping the well trained and incentivized leadership cadre and team developed over time.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Vital Smarts Training will assist in their offering training of trainers on their three major programs of <i>Crucial Conversations</i> , <i>Crucial Accountability</i> , and <i>Influencer</i> ...all of which are needed in an environment such as ours.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	Having a data specialist on hand will assist the school and teachers in using data to drive instructional and management decisions. Collaboratively they will assist with the teach-assess-adjust model being adopted by the school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	A research specialist Ph.D. will assist the school in analyzing the data and reviewing possible quantitative and qualitative measures to identify specific best practices to MLCS to continue to focus on those traits and to cease those that may be prohibit or not effective. They will assist in locating those high cost-high effective traits or high cost and low effective ones as well.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Adjusting the master calendar and schedule to have built in assessment windows as well as data digs to review the data with a specialist and outside sources will assist in growing our skill sets and improving teaching and learning goals in the long range.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Improving the community and parent relationships within the school will assist in collecting data to improve the program as a whole to ensure our end products (graduates) are meeting the external benefactor (community in general).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Adjustments to the master schedule and calendar allow for instructional time to be adjusted as needed based on data. The additional learning time for tutorin will assist those targeted student groups in reaching academic success by adding learning time to their independent schedules.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Adopting a modified calendar that will have some adjustments for tutoring time from outside resources will assist with the community based organizations that specialize in math or reading areas to assist the student in specific skill sets.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Learning sciences international will assist in teachers developing units to maximize the rigor and learning time on their schedules now. It is not always about adding time, but using the time wisely for instruction, assessment, and planning. LSI will assist in that process.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The leadership development specialist will assist the school in finding creative and unique ways to extend learning time through data collection, observations and interviews to see how the school can better extend learning time with students that are emotionally and socially limited, have resistance factors, psychological factors, and special needs beyond learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Community based organizations will be assisting the school with extended learning opportunities to extend learning beyond the classroom and to gather a real life experience on specific skills and tools and will be organized through the community outreach coordinator.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Bridging some of our services with the local independent school district to get our students the post secondary readiness skills they need for program we do not have nor can afford to adopt especially wood shop, automechanics, air conditioning and such. Our students will be able to cross over and work with their district program to receive such training and skills.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	The restorative practices process has shown to work for our school. We need to extent this beyond the classroom and school and show the parents and community the value of and need for such practices within our community at large and will be assisted by the community outreach coordinator.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The professional management project certification for our instructional technology specialist is to ensure that after the grant, we have the capacity and license trained individual on staff. He has been with us for over 11 years as an organization and 5 with the school. He will take on the task of organizing and carryout other duties with the community after the grant ends.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The community outreach coordinator will work diligently with a variety of community based organizations and members as well as parents and the residential staff to ensure we are maximizing the opportunity of the grant through a number of activities and efforts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	The data specialist will assist in reviewing the collected data from the OHI tool to ensure the culture and climate of the school improves or stabilizes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	The Organizational Health Diagnostic and Development Corporation will assist in collecting both qualitative and quantitative data on the culture and climate of the school through the ten domains their tool reviews.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	The use of the nutritionist, trainers, experts, and medical staff of the Lifetime Health and Fitness, we will measure the emotional, physical, and stabilization of the teaching staff. They will assist in planning other activities when situations or special circumstances may arise.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The use of restorative practices will assist all members to be open, honest and contributing to the learning community in general. Talking about one's emotions and feelings will assist the school in being a sound, stable and stimulating environment to work and learn.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	UTSA staff will assist in the culture and climate by assisting the school in becoming a rigorous based institution of learning. The support of LSI will assist in this goal.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Vital Smarts Training will assist in their offering training of trainers on their three major programs of <i>Crucial Conversations</i> , <i>Crucial Accountability</i> , and <i>Influencer</i> ...all of which are needed in an environment such as ours.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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